

# Tools For Customizing Learning

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## Standard Operating Procedures



## Purposes for SOPs

- Gives your students more voice in the classroom.
- Gives students more ownership with the classroom culture.
- SOPs can be created to help a classroom run more smoothly.
- Created with students, an SOP can help to problem solve.

## SOPs Can Be Created For:

- Classroom Procedures
- Solving a Particular Problem (academic or behavioral)
- Transition From One Activity To Another
- Process of a Math Problem
- Sequence of a Simple Essay

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## How to Create an SOP:

- Standard Flowchart taken from Tool Time for Education by David P. Langford.
- At the top, write down a "title" for your SOP.  
Example: "How to work in a Spanish Class"
- Having students give input on what they feel are the best practices is a powerful thing.
- My Spanish students came up with the following SOP last year

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## Create an SOP of your Own

- Take some time to think of an issue in your classroom that could be helped by having an SOP.
- Create your SOP, use markers and chart paper.
- Be prepared to share your SOP with others.
- Post your work once you are done.

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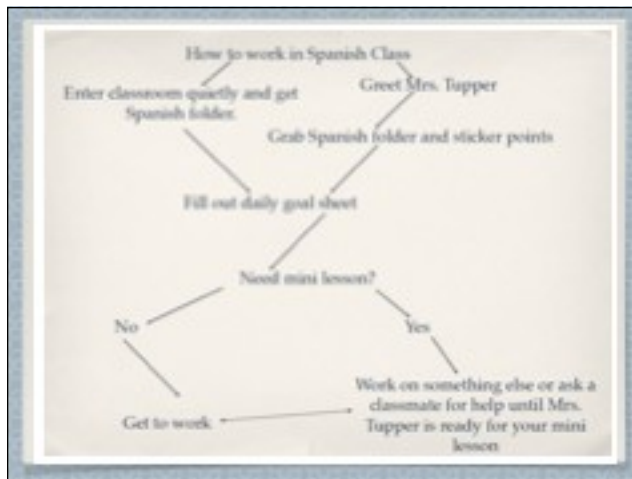
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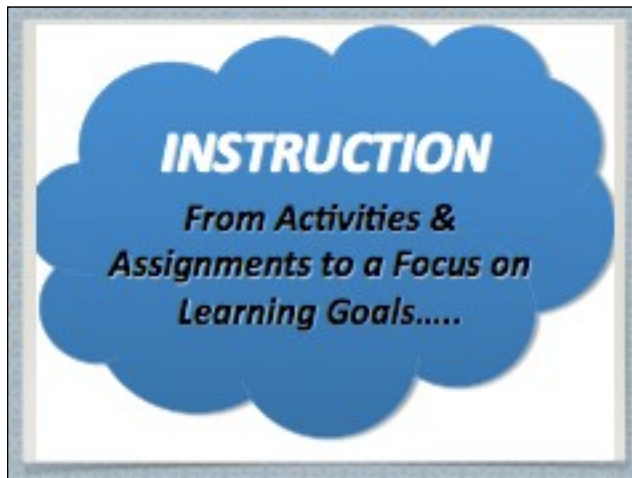
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## Unpacking Learning Goals/Targets

- Circle the NOUNS
  - What students need to know
  - Foundational Knowledge
- Underline the VERBS
  - What students need to be able to do
  - Performance Task/Learning Target

Demonstrate **ownership** of appropriate vocabulary effectively using words in different **contexts** and for different **purposes**.

Circle the nouns and discuss what each noun means with your group.

Ownership: Understanding

Contexts: Reading it, writing it, in different sentences/situations

Purposes: How it is used, why it is used

**Demonstrate** ownership of appropriate vocabulary effectively **using** words in different contexts and for different purposes.

Underline the verbs and discuss what it means to "do" the verb.

Demonstrate: Show, Prove

Using: Show, Apply

## Put the Standards in the Students' Hands



When beginning our historical fiction unit, I provided 3 standards to the class related to: vocabulary, comprehension, and determining the theme of the text. Students worked in small groups to highlight the KNOWs and DOs using the process we had done together.

Demonstrate ownership of appropriate vocabulary effectively using words in different contexts and for different purposes.

Put the sentence back together and rewrite the target in your own words as a group.

Some sample products:

- ✓ Show your knowledge and understanding of necessary vocabulary and correctly use the word in different contexts.
- ✓ Show your understanding of vocabulary through new examples of the word with the correct meaning in new sentences/situations.



After unpacking the standards in small groups, we wrote the standards in student friendly words focusing on how we can demonstrate understanding



## Making Standards Transparent



Preserve a classroom space where **unpacking** standards can be displayed and reviewed with students in order to foster transparency.

## INSTRUCTION

### Planning Around Learning Goals

Elizabeth & Erica

Session 7

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Learning Goals: \_\_\_\_\_ Content Goals: \_\_\_\_\_

Measurement Level	1-2 Examples	3-4 Examples	5-6 Examples	7-8 Examples
Measurement Topic	Area and perimeter of a rectangle	Area and perimeter of a square	Area and perimeter of a triangle	Area and perimeter of a circle
Measurement Unit	Length	Area	Volume	Weight

When information is like this, it's easy to understand the learning goal. I would like to learn more about how to use perimeter in real life.

What do I need to know? (Prerequisite)	What do I need to know? (Challenge)
<p><b>Perimeter:</b> the total distance around the edge of a polygon, to find the sum of the lengths of a polygon's sides.</p> <p><b>Unit of Measurement:</b> the unit that is given on the shape or is on the tool you are using to measure length.</p> <p><b>Length:</b> the distance between two points.</p> <p><b>Attribute:</b> the characteristics or properties of a shape.</p>	<p><b>Understandably:</b> to discuss, explain or share.</p> <p><b>Measure:</b> to weigh, count, read or measure.</p> <p><b>Use:</b> to apply, write, illustrate, solve, etc.</p>

